



American Council on the Teaching of Foreign Languages

Enduring Understandings

(Based on National Foreign Language Standards)

- Effective communication requires knowing how when and why to say what to whom.
- Global citizenship requires an ability to communicate in more than one language.
- An ability to communicate in another language fosters a better understanding of my own language and culture.
- Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.
- Learning other languages enables an individual to participate in multilingual communities.
- The purpose of language study is to communicate so I can understand others and they can understand me.
- The study of a foreign language develops insights into the nature of language and culture.
- Custom and tradition vary within a culture, as well as between cultures.

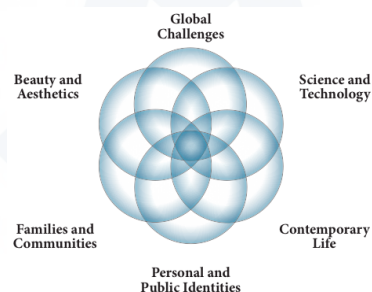
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Essential Questions

(related to 5Cs)

- What does it mean to communicate effectively?
- How do I develop proficiency in a second language?
- What is culture? How can I develop a multi-cultural perspective?
- Why do I value the ability to communicate in a second language?
- What self-knowledge am I acquiring as I study another language and its cultures?

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| <p>1. Global Challenges</p> <ul style="list-style-type: none"> • Diversity Issues—tolerance • Economic Issues • Environmental Issues • Health Issues • Human Rights • Nutrition and Food Safety • Peace and War <p>2. Beauty and Aesthetics</p> <ul style="list-style-type: none"> • Architecture • Contributions to World Artistic Heritage • Ideals of Beauty • Literature • Music • Performing Arts • Visual Arts <p>3. Families and Communities</p> <ul style="list-style-type: none"> • Age and Class • Childhood and Adolescence • Citizenship • Customs and Ceremonies • Family Structures • Friendship and Love | <p>4. Personal and Public Identities</p> <ul style="list-style-type: none"> • Alienation and Assimilation • Beliefs and Values • Gender and Sexuality • Language and Identity • Multiculturalism • Nationalism and Patriotism <p>5. Science and Technology</p> <ul style="list-style-type: none"> • Current Research Topics • Discoveries and Inventions • Ethical Questions • Future Technologies • Intellectual Property • The New Media • Social Impact of Technology <p>6. Contemporary Life</p> <ul style="list-style-type: none"> • Advertising and Marketing • Education • Holidays and Celebrations • Housing and Shelter • Leisure and Sports • Professions • Rites of Passage • Travel |
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Transitioning from the Textbook

Textbook Topic	Revised Theme/Topic
Food	Food and Hunger
Airplane / Hotel Travel	Connecting with the World
Daily Routine/Health	Pursuit of Health and Happiness
Celebrations	Our Emotional Selves
Responsibility	Rites of Passage
Restaurant	The Art of Food

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Level 1		
My World	Consumerism/ Stereotypes	All Work and No Play
Basic greetings, names, age, etc. City, country, nationality Friends, family, pets Heritage/family ancestry Community members Population numbers "Alter Ego"	clothing – where made physical identity wants/needs/shopping money	activities making plans calendar entertainment celebrations time
Leadership	Managing Stress	Travel
school, education literacy leadership traits, current/future leaders personality clothing – dress the part	food/health support – friends, family Celebrations home vs house work vs. vacation multi-tasking	vacation seasons/months Transportation carbon footprint food/allergies

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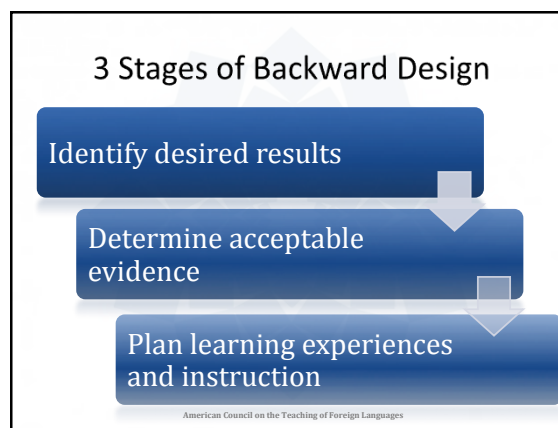
Chocolate

Quetzalcóatl, representado como la serpiente emplumada, era el dios bondadoso que enseñó a los hombres las artes de la agricultura, la astronomía, la medicina y las artes plásticas.

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Friendship

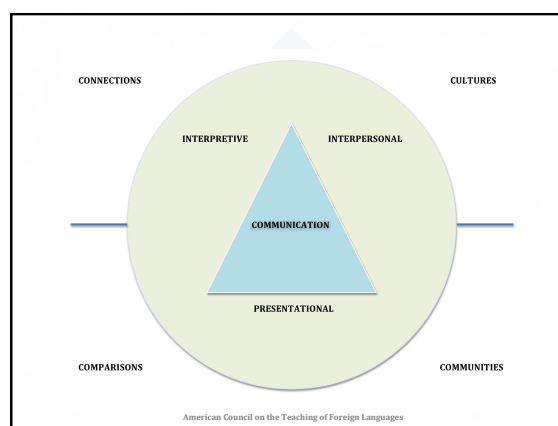
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Food and Hunger

Students will consider personal connectthey and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and ions with food. They will consider the type of food that in groups to draw attention to hunger issues.

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Self-assessment — Food and Hunger

I can do the following:	Agree	Agree Somewhat But Need To Improve	Not Yet
ask and answer questions about hunger and thirst.			
talk about likes and dislikes concerning common and international foods.			
name key ingredients of a regional dish.			
say where a certain food is from or give the nationality.			
say why I like and don't like certain dishes.			
state if I am allergic to certain foods or not.			
state where and why hunger exists in the world.			
say why I make healthy/unhealthy food choices.			

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Stage 1: Desired Results		
Understandings	Food is necessary for life. Hunger is everywhere.	
Essential Questions	How do we eat well? Why does hunger exist?	
Skills / Functions	Knowledge what students need in terms of vocabulary and structures to demonstrate their knowledge	
what students know, understand and be able to do	Vocabulary	Grammar
ask and answer questions about food and hunger	Are you hungry? I am/am not...	to have idioms (<i>avoir faim</i>)
talk about likes and dislikes concerning common and international foods	Do you like...? I like / don't like? I like a little I like a lot I love I hate typical level 1 foods - 20 words selected cultural foods from various French speaking countries - 20 words (<i>La tadjine</i>) is a speciality from (Morocco). There is couscous, beans, carrots, squash, olives, tomatoes, etc.	definite articles negation etc. verbs
Identify where certain foods are from and identify key ingredient(s)		
ask and answer if they would like certain dishes and give reasons	Would you like to (name)? I would/would not like because	

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3 Stages of Backward Design

Identify desired results

Determine acceptable evidence

Plan learning experiences and instruction

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ACTFL Integrated Performance Assessment

Interpretive Communication

Students listen to, view and / or read an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational Communication
Students engage in the presentational mode by sharing their research/ ideas/opinions. Samples presentational formats: speeches, drama, skits, videos, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal Communication
After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

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Stage 2: Assessment Evidence

Performance Task Summary (Integrated Performance Assessment)

Interpretive	Students will read short authentic texts that provide information on food and hunger. They texts will be excerpted from <i>Copain du Monde</i> . Students will be given key English words and asked to find the French equivalent. They will be given statements and will indicate which statements provide information that is shared in the reading. They will also watch a brief youtube clip and state the main idea of the clip in English.
Interpersonal	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.
Presentational	Students will create a public service announcement to address nutritional and / or hunger issues in their community.
Formative Assessments	
Other Summative Assessments	
Students will assume the identity of a child in another country and will present basic facts on food and nutritional issues.	

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Setting Goals

- Video
- Bell ringer
- Act. 1
- Exprimons-nous
- Act. 4
- Comparisons
- Reading
- Numbers to 60
- Homework

- Ask and answer questions about hunger and thirst.
- Talk about likes and dislikes concerning common and international foods.
- Say why I like and don't like certain dishes.

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Novice

express feelings and emotions

Function (s): state personal feelings

Context (s): react to headline news

Accuracy: verb "to be", adj. agreement

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Intermediate

express feelings and emotions

Function (s): express feelings in different situations

Context (s): class reunion

Accuracy: subjunctive

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Shrum & Glisan

Describe people, places and things

- I can describe something with one or two words.
- I can describe something in simple, short sentences.
- I can use strings of sentences with a variety of descriptors to describe something.
- I can use longer sentences with a wide variety of descriptors to describe something.
- I can give a detailed description within paragraph-length narration.

D. Clementi

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Targeted Language Goals

In 10 words or less, how would you define the goal for:

- Conversational Level 2?
- Hebrew 2?
- Hebrew Honors 2?
- Spanish 2?

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Proficiency Descriptions



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Proficiency?

List 10 parts of the body.

What's wrong? Do you have a headache?

Conjugate the verb "to be".

You have a new dog! What's he like?

Use the future tense to say what you are going to do.

What will you do next weekend?

Replace the object with a direct object pronoun.

When did you have time to read that book?

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Communication

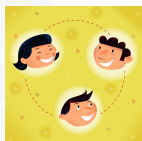
What does it mean to be proficient in a language?

OR

How will my students use what I am teaching in a real-life context?

OR

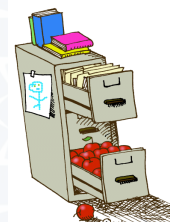
Will they really say it on the streets of (Paris)?



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Long-term memory

Sense

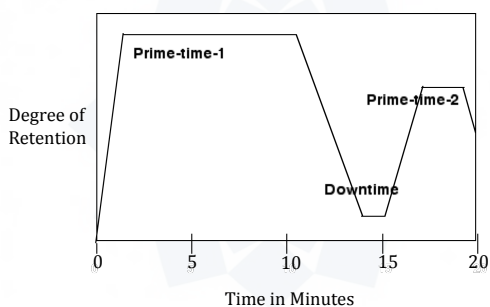


Meaning



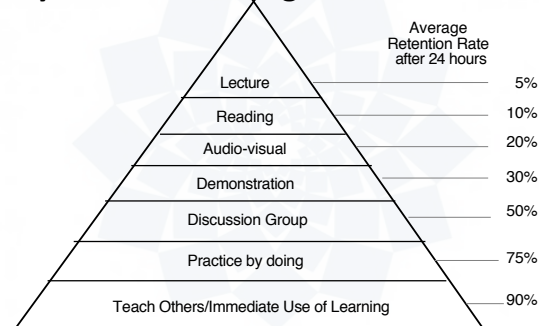
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Primacy-Recency



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Pyramid of learning



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Individual Accountability

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced with their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

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Use the target language as much as possible, but at least **90%** of the time.

May I speak English?

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Strategies for Cooperative Work

Think - Pair - Share

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.

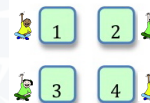


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Strategies for Cooperative Work

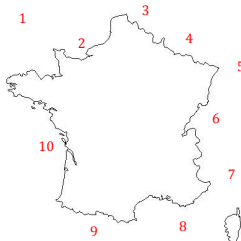
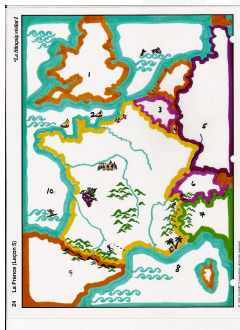
Numbered Heads Together

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.



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Learn It the First Time



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What is your grading system?

Pretend that I am the parent of a student. I want to know how grades are determined so that I can better understand the grade my child has. Jot down how you determine the final quarter/semester grade. Be sure to include any elements that are required by your school or school district.

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What is your grading system?



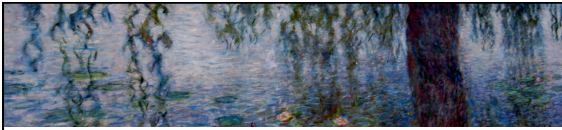
Assignment	Possible Points	Points	Weighted Grades
Homework	100	80	83
Quizzes - Formative	250	210	
Participation/ Formative Speaking	50	30	60
Interpersonal	100	70	70
Interpretive	100	60	60
Presentational	100	80	80
	700	530 = 76%	71%

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Inappropriate Grading Practices

- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a "lurking" bell curve

Adapted from *How to Grade for Learning*, Ken O'Connor
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